

PSHCE at Elthorne Park High School

- The curriculum allocation is 1 hour per week.
- Key Stage 3 work on a 4 unit rotation and will be taught by 4 different teachers across the year. Key Stages 4 & 5 remain with one teacher throughout the year
- PSHCE work is completed to a high standard in exercise books.
- PSHCE units are assessed by the class teacher at the end of each unit
- RSE is a statutory requirement in all schools. Please see the RSE policy for further details about compulsory topics and the right to withdraw.
- Any guest facilitators or commercial resources are usually recommended by the Borough and organisations such as the PSHE Association, The Literacy Trust, Brook Charity and more are used in conjunction with our own specialists. The development of PSCHE resources is quality assured by the PSCHE lead.
- Assessment objectives for each unit of work are taken from the PSHE Association programme of study

Curriculum Map:

Year Group	Unit 1	Unit 2	Unit 3	Unit 4
7	Understanding Modern Britain Identity, cultural values, government structure	RSE Friendships, positivity, pressure & influence, bullying, puberty	Staying Safe E-safety, community risks, intro to dangerous substances	Unifrog Employability, linking subjects to career choices, communication skills
8	Health & Prevention Basic First Aid, sun safety, immunisations, sleep hygiene, nutrition	RSE Dealing with conflict, sexual orientation, assertive consent, FGM	Wellbeing & Risk Factors Mental health risks, body image, self esteem, county lines, grooming	Sustainable Futures Labour Market Information, green careers, global risks
9	Mind & Body Happiness, resilience, self esteem, media influences, dealing with grief and loss, eating disorders,	RSE Sexual consent & the law, relationships & partners, STIs, contraception, stereotypes in relationships	Understanding Society Critical thinking, divisive language, Me Too / Times Up, homophobic bullying, cost of living	Criminal Behaviours Law making in the UK, substance misuse, extremism, radicalisation, anti-semitism
10	Rights & Responsibilities Human Rights, disability discrimination, marriage rights, online safety, targeted advertising	Employability & Your Future LMI, Employability skills, intro to Post 16 pathways, personal branding	RSE Anatomy, consent & HSB, domestic abuse & violence, sexualisation in the media, pornography	Staying Safe Emotional wellbeing, self harm, depression & consequences, honour based violence, child abuse
11	Post 16 Options Pathways, entry requirements, careers information, local choices	Personal Finance Debt, savings, employment rights, managing money	RSE & Future Security Personal branding, lifestyle risks (drugs, driving, alcohol, sex) online personas, leaving school considerations	
12	6th Form follow a series of topical / targeted lessons across the two years. Themes include: Toxic masculinity, equality in the UK, cancer screening and treatment, medical ethics and blood donation, personal finance, substance misuse and addiction, feminism, subcultures, county lines, cultural appropriation, healthy relationships, sexual health			Future Pathways Introduction to UCAS, writing personal statements and CVs
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Long Term Planning:

Year 7

Unit 1	Unit 2	Unit 3	Unit 4
Understanding Modern Britain	RSE	Staying Safe	Unifrog
<p>Students will explore issues around identity. Students will understand the way the UK government is structured and the importance of voting. Students will explore the harmful effects of stereotyping, racism and the positive impact of a multicultural society.</p>	<p>Students will be able to describe the features of a healthy and an unhealthy friendships including the harmful effects of pressure and influence. Students will explore rules around personal space and boundaries. Students will learn about the physical and emotional effects of puberty.</p>	<p>Students will understand the risks of harmful substances including alcohol, tabaco and vaping. Students will learn how to recognise grooming behaviour. Students will be able to describe how to keep a community safe from risks such as knife crime and online threats. Students will explore issues around keeping safe online and media representation including fake news.</p>	<p>Students will be introduced to the Unifrog platform and start their own career profile. Students will have an opportunity to participate in mini psychometric testing. Students develop employability skills through a range of interactive tasks using the platform and as part of group work activities.</p>
<p>Assessment: <i>Spotlight Content:</i> UK government structure and voting <i>Debate:</i> To what extent does the UK celebrate and promote diversity & inclusion?</p>	<p>Assessment: <i>Spotlight Content:</i> Physical and emotional effects of puberty. <i>Debate:</i> To what extent do young people today understand the features of a healthy relationship?</p>	<p>Assessment: <i>Spotlight Content:</i> Harmful substances <i>Debate:</i> To what extent is the internet a valuable resource and a safe place to socialise?</p>	<p>Assessment:</p> <ol style="list-style-type: none"> 1. Students must have completed at least 40% of their Unifrog profile 2. Students will participate in an individual or group presentation on a career / industry of their choice
<p>Builds upon: KS2: Living in the Wider World</p>	<p>Builds upon: KS2: Relationships</p>	<p>Builds upon: KS2: Health / Living in the Wider World</p>	<p>Builds upon: KS2: Living in the Wider World</p>

<p>Introduces:</p> <ul style="list-style-type: none">• Parliament structures• Terminology linking to racism and discrimination• Different religious beliefs and perspectives	<p>Introduces:</p> <ul style="list-style-type: none">• Consent and the law	<p>Introduces:</p> <ul style="list-style-type: none">• Online grooming• Vaping and vape products• Alcohol abuse vs misuse	<p>Introduces:</p> <ul style="list-style-type: none">• Psychometric testing• Terminology around industry• Key employability skills linked to the school values:<ul style="list-style-type: none">Confidence – had the belief in my ability to do wellIndependence – worked effectively on my ownOrganisation and time management - managed my time effectively to reach a goalProblem solving - Found a solution to a situation or challengeLearning / Knowledge – improved my understanding of somethingResilience / staying positive – used strategies to overcome setbacks and achieve goalsCommunication – listened to others closely and expressed myself clearlyOpen-mindedness – been open to the cultures, life styles and beliefs of othersLeadership – motivated and worked well with othersInquisitiveness - showing a keen interest in learning new things
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Year 8:

Unit 1	Unit 2	Unit 3	Unit 4
Health & Prevention	RSE	Wellbeing & Risk Factors	Sustainable Futures
<p>Students will be able to describe the features of a healthy lifestyle They will understand common health risks and ways to prevent this. Students will be able to articulate a basic understanding of first aid.</p>	<p>Students will be able to describe the features of different types of relationships and have an understanding of sexual orientation. Students will continue to reflect on issues around unhealthy relationships and solidify their understanding of assertive consent and its links with self esteem. Students will understand the importance of protecting the body during puberty including community risks such as FGM.</p>	<p>Pupils will explore factors that can affect mental health and wellbeing including clinical risks such as eating disorders. Pupils will look at risk factors affecting young people including online safety, grooming, county lines and exploitation. Students will reflect on ways of promoting a positive body image.</p>	<p>Students consider their own strengths and weaknesses and how this can relate to their employability skills and future prospects. Students will explore jobs of the future and consider skills that will be necessary. Students will evaluate their own society in terms of sustainability, ethical trading, recycling, fair trade and climate responsibility.</p>
<p>Assessment: <i>Spotlight Content:</i> Introduction to basic first aid and anatomical features of health prevention <i>Debate:</i> How can young help keep themselves healthy? You must reference sleep hygiene, vaccinations, sun safety and allergy awareness.</p>	<p>Assessment: <i>Spotlight Content:</i> Assertive consent. <i>Debate:</i> There are many ways to deal with conflict in a positive way – young people today have all the equipment they need.</p>	<p>Assessment: <i>Spotlight Content:</i> Online Safety <i>Debate:</i> Do online influences and the media support or prevent young people’s mental wellbeing?</p>	<p>Assessment: <i>Spotlight Content:</i> Ethical trading and global responsibility <i>Debate:</i> Does the student journey effectively prepare young people for a sustainable future? Discuss.</p>

<p>Builds upon: KS2: Health Year 7 Unit 3</p>	<p>Builds upon: KS2: Relationships Yr 7 Unit 2</p>	<p>Builds upon: KS2: Health / Living in the Wider World Year 7 Unit 2 & 3</p>	<p>Builds upon: KS2: Living in the Wider World Year 7 Unit 4.</p>
<p>Introduces:</p> <ul style="list-style-type: none"> • Allergens • Basic first aid • Sleep hygiene • Vaccinations • Cancer prevention 	<p>Introduces:</p> <ul style="list-style-type: none"> • Sexual Orientation • The menstrual cycle • FGM 	<p>Introduces:</p> <ul style="list-style-type: none"> • Child exploitation online • County Lines • Online safety • Eating disorders 	<p>Introduces:</p> <ul style="list-style-type: none"> • Ethical consumerism • Global responsibility

Year 9:

Unit 1	Unit 2	Unit 3	Unit 4
Mind & Body	RSE	Understanding Society	Criminal Behaviours
<p>Students will explore in greater depth issues surrounding self esteem, body image and happiness. They will understand how different emotions have a strong impact on behaviour such as anger and develop strategies to manage these. They will explore the impact media processes such as air brushing has on body image and medical factors such as eating disorders.</p>	<p>Students continue to explore consent, boundaries and the law. They will look at harassment and stalking and learn how to identify abusive relationship qualities. Students will understand intimacy and sexual activity and be given tools to help manage the transition into more adult relationships. Students will learn about prevention of sexually transmitted diseases and contraception.</p>	<p>Students will look at the development of society in relation to social movements and campaigns. Students will develop critical thinking skills and consider how to evaluate behaviour in a purposeful way. Students will look at discrimination in society and school including homophobia and misogyny. Students will debate global issues including world conflicts, the cost of living crisis and fair trade.</p>	<p>Students return to issues about the structure of society and evaluate its approach to punishment and rehabilitation. Students will study illegal risk taking and the consequences substance abuse, addiction, extremism radicalisation and xenophobia.</p>
<p>Assessment: <i>Spotlight Content:</i> Bullying and its impact <i>Debate:</i> Do what extent does our society support young people in having a positive relationship with themselves and those around them?</p>	<p>Assessment: <i>Spotlight Content:</i> STIs and contraception. <i>Debate:</i> The law is too lenient on issues surrounding consent and harassment.</p>	<p>Assessment: <i>Spotlight Content:</i> Societal campaigns including #Metoo <i>Debate:</i> Young people today need to be more aware of global issues. Make reference to the cost of living crisis and a global conflict of your choice.</p>	<p>Assessment: <i>Spotlight Content:</i> Harmful substances and substance misuse / addiction <i>Debate:</i> Stereotypes promote discrimination. Discuss making reference to extremism and radicalisation.</p>
<p>Builds upon: KS2: Living in the wider world / Relationships Year 7 Unit 3 Year 8 Unit 2 & 3</p>	<p>Builds upon: KS2: Relationships Yr 7 Unit 2 Yr 8 Unit 2</p>	<p>Builds upon: KS2: Health / Living in the Wider World Year 7 Unit 1 Year 8 Units 3 & 4</p>	<p>Builds upon: KS2: Living in the Wider World / Health Year 7 Unit 1 & 3 Year 8 Unit 3</p>

Introduces: <ul style="list-style-type: none">• Airbrushing• Anger management	Introduces: <ul style="list-style-type: none">• STIS• Contraception• Intimate relationships	Introduces: <ul style="list-style-type: none">• Child exploitation online• County Lines• Online safety	Introduces: <ul style="list-style-type: none">• Xenophobia• Radicalisation• Extremism• Addiction• Forms of punishment
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Year 10:

Unit 1	Unit 2	Unit 3	Unit 4
Rights & Responsibilities	Employability & Your Future	RSE	Staying Safe
<p>Students will understand human rights and revise their response to the Protected Characteristics.</p> <p>Students will explore the impact of discrimination including discrimination in the work place.</p> <p>Students will understand rights surrounding relationship status such as marriage.</p>	<p>Students continue to understand career prospects and pathways to employment.</p> <p>Students will learn how their online presence impacts their future prospects and consider how their GCSE choices help prepare them for the next stage of life.</p>	<p>There is a synoptic focus on anatomical RSE in the unit.</p> <p>Students will evaluate the impact harmful media processes such as pornography have on young people's perception of relationships.</p> <p>Students will build on their understanding of unhealthy relationships and the difference between coercive control and domestic abuse and violence.</p> <p>Pupils will revisit legal and practical issues around consent and FGM including an understanding of the definitions around harmful sexual behaviour and rape.</p>	<p>Students look at modern risks to personal safety including online factors.</p> <p>Students will learn how screen habits can lead to harmful situations like gambling and exploitation.</p> <p>Students will return to debates around mental health and wellbeing and will look at more serious issues surrounding mental illness including depression and self-harm.</p> <p>Students look at the impact of community risks including honour-based violence, forced marriages and knife crime.</p>
<p>Assessment:</p> <p><i>Spotlight Content:</i> The Protected Characteristics</p> <p><i>Debate:</i> Consumer rights and the impact of social media on consumerism.</p>	<p>Assessment:</p> <p><i>Spotlight Content:</i> Employment Rights</p> <p><i>Debate:</i> How do my GCSE options help develop employability skills essential to my future?</p>	<p>Assessment:</p> <p><i>Spotlight Content:</i> Anatomical RSE</p> <p><i>Debate:</i> Young people have too much exposure to unhealthy relationships because of the media, online social platforms and TV streaming sites.</p>	<p>Assessment:</p> <p><i>Spotlight Content:</i> Online safety including gambling, data protection and screen time.</p> <p><i>Debate:</i> In the UK, it is safer to live in the countryside rather than the city. To what extent do you agree? Discuss making reference to risk factors you have studied during this unit.</p>
<p>Builds upon:</p> <p>Year 7 Unit 1</p> <p>Year 8 Unit 4</p> <p>Year 9 Unit 3</p>	<p>Builds upon:</p> <p>Yr 7 Unit 4</p> <p>Yr 8 Unit 4</p>	<p>Builds upon:</p> <p>Year 7 Unit 2</p> <p>Year 8 Unit 2</p> <p>Year 9 Unit 2 & 3</p>	<p>Builds upon:</p> <p>Year 7 Unit 3</p> <p>Year 8 Unit 3</p> <p>Year 9 Unit 2, 3 & 4</p>

Introduces: <ul style="list-style-type: none">• Marriage & Marriage Rights	Introduces: <ul style="list-style-type: none">• Employment Rights	Introduces: <ul style="list-style-type: none">• Pornography• Sexual abuse and rape• Domestic violence	Introduces: <ul style="list-style-type: none">• Honour-based violence• CSE• Modern Day Slavery• Online gambling
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Year 11:

Unit 1	Unit 2	Unit 3	
Post 16 Options	Personal Finance	RSE & Future Security	
<p>Students will work through lessons that support their Post-16 applications and understanding of the progress towards Post 18 destinations.</p> <p>They will cover key skills that help them produce an effective CV, cover letter and make a success of any interviews they attend.</p> <p>Students will regularly update their Unifrog profile.</p>	<p>Students continue to understand career prospects and pathways to employment.</p> <p>Students will learn how their online presence impacts their future prospects and consider how their GCSE choices help prepare them for the next stage of life.</p>	<p>There is a synoptic focus on anatomical RSE in the unit.</p> <p>Students will evaluate the impact harmful media processes such as pornography have on young people's perception of relationships.</p> <p>Students will build on their understanding of unhealthy relationships and the difference between coercive control and domestic abuse and violence.</p> <p>Pupils will revisit legal and practical issues around consent and FGM including an understanding of the definitions around harmful sexual behaviour and rape.</p>	
<p>Assessment: <i>Spotlight Content:</i> Students to ensure that their Unifrog profiles are up to date by January Next steps meeting.</p>	<p>Assessment: <i>Spotlight Content:</i> Employment Rights <i>Debate:</i> How do my GCSE options help develop employability skills essential to my future?</p>	<p>Assessment: <i>Spotlight Content:</i> Definition of healthy and unhealthy relationships <i>Debate:</i> RSE is an effective way to learn about healthy and unhealthy relationships.</p>	
<p>Builds upon: Year 7 Unit 4 Year 8 Unit 4 Year 9 Unit 3</p>	<p>Builds upon: Yr 7 Unit 4 Yr 8 Unit 4</p>	<p>Builds upon: Year 7 Unit 2 Year 8 Unit 2 Year 9 Unit 2 & 3</p>	

<p>Introduces:</p> <ul style="list-style-type: none">• Marriage & Marriage Rights	<p>Introduces:</p> <ul style="list-style-type: none">• Employment Rights	<p>Introduces:</p> <ul style="list-style-type: none">• Pornography• Sexual abuse and rape• Domestic violence	
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Year 12:

Unit 1	Unit 2	Unit 3
Topical Debates	Substance Misuse	Physical and Mental Health
<p>Students will explore elements of RSE through a series of topical debates. These include healthy and unhealthy relationships, extremism, discrimination and societal bias.</p>	<p>Students will learn about the realities of substances misuse and the impact it has on physical and mental health. Students will understand about the impact of drug classifications. Students will review case studies and be supported in how to make positive decisions when faced with the possibility of using substances.</p>	<p>Students will revise the link between physical health, nutrition and mental health. Students will look at the link between RSE elements such as body image / self-esteem and positive mental wellbeing. Student research stress management strategies with specific focus on study stress and burn out.</p>
<p>Assessment: <i>Spotlight Content:</i> Extremism in all its forms <i>Debate:</i> Social justice is impossible to achieve. Therefore, we shouldn't try to achieve it."</p>	<p>Assessment: <i>Spotlight Content:</i> Definitions and classifications of drug types <i>Debate:</i> Is society designed to support those who misuse substances or punish them?</p>	<p>Assessment: <i>Spotlight Content:</i> Anatomical RSE <i>Debate:</i> Young people have too much exposure to unhealthy relationships because of the media, online social platforms and TV streaming sites.</p>
<p>Builds upon: KS3 & KS4 RSE units</p>	<p>Builds upon: KS3 & KS4 Health Education units</p>	<p>Builds upon: KS3 & 4 Health Education Units</p>

Year 13:

Unit 1	Unit 2	Unit 3
Health & RSE	Personal Finance	Equality & Diversity Debates
<p>Students will revise aspects that link physical and mental health. Students will look at health risks and prevention including cancer and sexually transmitted diseases. Students will revise consent, the law and its impact when entering adulthood. Students will consider medical opportunities such as giving blood.</p>	<p>Students will understand the importance of financial education and explore life skills such as understanding banking, taxes, budgeting. Students will look at risks and benefits associated with borrowing money. Students will understand private and public services and the role of a trade union.</p>	<p>Students will develop oracy skills and learn to use facts and concepts to support an argument. Students will look at managing emotions and discuss issues such as anger, misogyny, diversity.</p>
<p>Assessment: <i>Spotlight Content:</i> Health risks <i>Debate:</i> Students health and wellbeing is at greater risk when they leave school than when they are in secondary education.</p>	<p>Assessment: <i>Spotlight Content:</i> Financial vocabulary <i>Debate:</i> This house believes money brings about more risk than happiness.</p>	<p>Assessment: <i>Spotlight Content:</i> Anatomical RSE <i>Debate:</i> Young people have too much exposure to unhealthy relationships because of the media, online social platforms and TV streaming sites.</p>
<p>Builds upon: KS3 & KS4 RSE units</p>	<p>Builds upon: KS4 - Personal finance unit KS3 – CIEAG units</p>	<p>Builds upon: KS3 & 4 Health Education Units</p>

** During Autumn 1, Year 13 students use PSHCE curriculum time to complete personal statements and next steps applications including apprenticeships and UCAS. Students are allocated a next steps mentor and have access to Unifrog resources to support.